STAFF DEVELOPMENT—Changing Teacher Beliefs

Subject	Title	Author	Abstract	Source	Publisher
Changing teacher beliefs about technology	A case study of technology-related staff development in California digital high schools: Teacher and administrator concerns and perceptions	Woudenberg, Mary Katherine	The purpose of this study was to describe six secondary schools identified in the California Digital High School Grant program in terms of the characteristics of the technology, principals'/administrators' and teachers' perceived needs for technology staff development and a direction staff development should take based on the indicated needs.	Year: 2001 Pages: 00317	
Changing teacher beliefs about technology	A study of intermediate elementary teachers' educational beliefs and teaching practices and the use of technology	Lebruto, Dianne Julia	This study's purpose was to investigate the factors related to the use of technology by intermediate elementary public school teachers and determine how significantly these factors correlated with the amount of technology used by teachers. Five variables (teachers' beliefs about constructivism, teachers' beliefs about behaviorism, teaching practices, teachers' beliefs about the advantages of technology, and teachers' beliefs about the disadvantages of technology) were identified in the literature as influential factors in technology use by teachers	Year: 2001 Pages: 00164	University of Central Florida
Changing teacher beliefs about technology	Apple Classrooms of Tomorrow Project	Apple Computers	Longitudinal study which examines change over time		

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Changing teacher beliefs about technology	Changes in teacher beliefs and practice in technology classrooms	Dwyer, D.C., Ringstaff, C., Sandholtz, J.H.	Teachers who had regular access to computer technology in their classrooms over several years' time experienced significant changes in their instruction but not until deeply held beliefs about schooling were confronted	1991 vol48 n8 p45	Educational Leadership
Changing teacher beliefs about technology	Commonalities and distinctive patterns in teacher's integration of computers	Hadley, M., Sheingold, K.	Through a nationwide survey of teachers experienced at integrating computers into their teaching, several issues were probed, including how the teachers use the computers and how it has affected their teaching. The survey is discussed.	1993 vol 1010 p261	American Journal of Education
Changing teacher beliefs about technology	Computers and classrooms: the state of technology in U schools	Coley, R, Cradle J, and Engel P.	To use technology effectively, teachers must understand how its use fits into the larger curricular and instructional framework.	1997	Retrieved from ftp://ftp.ets.org/re/compclss.pdf
Changing teacher beliefs about technology	Factors contributing to the integration of computer technology in classroom instruction	Pavlidis, Philip Michael	The purpose of this study was to determine what factors contribute to and what factors inhibit the integration of computer technology in classroom instruction in the middle school setting at selected schools in a central Virginia public school system. Information derived from this study may be used to assist in the planning and decision making process by central office and building level administrators.	Year: 2001 Pages: 00102	The College of William and Mary

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Changing teacher beliefs about technology	Measuring knowledge of technology usage and stages of concern about computing: a study of middle school teachers	Atkins, Nancy Ellen, Vasu, Ellen Storye	This study examined middle school teachers' concerns, knowledge, and use of technology in teaching, and how these related to their school's level of technology integration. By better assessing the types of technology training that teachers need, instruments like the TTI are useful to schools in planning more effective	8(4): 279-302, 2000.	Journal of Technology and Teacher Education
Changing teacher beliefs about technology	Support and Train Teachers for Succes with Classroom Technology	eMINTS	eMINTS helps eliminate the barriers to technology use in classroom by providir high level of support for teachers as t integrate multimedia technology into inquiry-based, student-centered, interdisciplinary, collaborative teachi practices. The eMINTS Program is sponsored by Missouri's Department of Elementary and Secondary Education and administered by MOREnet (Missouri Research & Education Network), Missouri's state education network.		Retrieved from http://www.techleng.com/db_area/ares/WCE/archives/fen.htm
Changing teacher beliefs about technology	Teachers' use of a technology coordinator in an elementary school	Woods, Denise McDevitt Brown	Researchers have indicated that technology-using teachers are often found in schools in which there are available technology coordinators. In this study I assumed the role of a technology coordinator in an elementary school and examined the roles that a technology coordinator played.	Year: 2000 Pages: 00140	Purdue University

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Changing teacher beliefs about technology	Teaching with technology: Creating student-centered classrooms	Sandholtz, J. H Dwyer, D.C.	Researchers found that the most crucial determining factor in whether teachers successful integrated technology was th level of support from school and distri administrators.	1997	New York: Teacher College Press
Changing teacher beliefs about technology	Examining Teachers' Beliefs About the Role of Technology in the Elementary Classroom	Ermer, Peggy A.; Addison, Paul; Lane, Molly; Ross, Eva, Woods, Denise	This study was designed to examine the relationship between first and second-order barriers to technology implementation by observing and interviewing several teachers within a single school who has achieved varying levels of integration.	Fall, 1999, v. 32 n. 1	Journal of Research on Computing in Education